

<b>TOPIC</b>	<b>Beginning Teacher</b>	<b>Mentor or Professional Development Committee</b>	<b>Principal</b>	<b>District, PDC and School Board</b>	<b>College or University</b>	<b>DESE, Associations, and Others</b>
<b>SELECTION</b>		PDC collaboratively assists in selection and pairing	Principal or superintendent collaboratively assists in selection and pairing	PDC collaboratively assists in selection and pairing		
<b>TRAINING</b>		Mentor attends training	Attends mentor training and supports mentor and protégé	Provides policy and support for ongoing mentor training program	Provides awareness or expectation for graduates and may provide training for mentors	Provides regional training for mentors with cognitive coaching information
<b>CONTACT</b>	Seeks contact prior to beginning of school year	Contacts protégé and welcomes him/her to community. Confirms first meeting	Contacts protégé and welcomes him/her to community. Arranges first meeting	Provides curriculum guides, handbooks and pertinent grade/subject level information	Instructs student teachers on expectation of mentoring	
<b>COMMUNICATION</b>	Seeks support and assistance with mentor and colleagues	Follows through on contacts and individualizes topics for protégé	Assures mentor and protégé communicate regularly	May provide district-wide opportunities for mentors and protégés	Provides a minimum of annual contact for 1 <sup>st</sup> & 2 <sup>nd</sup> year teachers	Supports communication between colleges and new teachers
<b>CONFIDENTIALITY</b>	Maintains confidentiality at all times and appreciates assistance	Maintains confidentiality at all times and reinforces trust	Appreciates mentor/protégé confidentiality and does not undermine effort	Remains neutral party.		
<b>DOCUMENTATION</b>	Maintains log/list of in-service, professional workshops, reading, and organizational activities	Reviews documentation	Reviews formal professional development plan	Keeps required documentation for beginning educators and mentors for verification purposes	May collect data on strength or weakness of first-year teachers	May assist in data collection and review
<b>PROFESSIONAL DEVELOPMENT PLAN</b>	Maintains and regularly evaluates personal plan; shares with mentor	Assists in development of the PD plan and encourages growth and career advancement	Supports new educators' professional development plans	Protégé and support team complete end-of-year district checklist or assessment	May provide ongoing or advanced coursework	Provides models and workshop opportunities
<b>SUPPORT</b>			Supports time for observation, collaboration & compensation	Formalizes written guidelines, mentor time & resources	Offer support to graduates from any Missouri college	Develops rules and standards
<b>EVALUATION OF MENTORING PROCESS</b>	Participate in formal evaluation of mentoring program	Participate in formal evaluation of mentoring program	Participate in formal evaluation of mentoring program	Develops mentoring assessment/evaluation tool that aligns with standards and assesses formal evaluation of mentoring and makes revisions	May utilize information to improve preparation programs	Provides models; evaluates for MSIP purposes

